**Self Assessment: The Instructional Model within a School System**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Initiating** | **Developing** | **Sustaining** |
| The purpose of developing a common language of instruction has been articulated. |  |  |  |
| There is an agreed upon understanding of what an instructional model means for our school district. |  |  |  |
| We work as a collegial team to define instructional practices, effective learning environments and professional responsibilities. |  |  |  |
| We use data to reflect on the current realities of our school system. |  |  |  |
| The school district is committed to developing the capacity of school personnel in their efforts to help all students achieve at high levels. |  |  |  |
| Existing instructional models have been reviewed for content. |  |  |  |
| Instructional Models have been evaluated to consider alignment with current district initiatives. |  |  |  |
| Staff has an understanding of the teacher and principal evaluation system. |  |  |  |
| An Instructional Model has been selected or designed. |  |  |  |
| Staff members are aware of the components of the Instructional Model and each component has been defined/indicators set so all staff knows what it looks like and how to implement in a classroom and school system. |  |  |  |
| Professional learning opportunities are in place to assist the learning of the components of the Instructional Model. |  |  |  |
|  |  |  |  |
|  |  |  |  |